PUBLIC SCHOOL ACCOUNTABILITY SYSTEM
Updated: July 26, 2013

SUMMARY
South Dakota's accountability system takes a thoughtful, balanced approach to defining the indicators of a strong public education system. It encompasses multiple indicators that are critical pieces in preparing students for the rigors of the 21st century world.

The accountability system holds schools accountable through annual public reporting and classification of schools. The expectation is that the model will be used to inform school leaders, teachers, parents and the public as to how schools are progressing. With its emphasis on continuous improvement, it sets a high bar for ongoing reflection and goal setting.

SCHOOL PERFORMANCE INDEX
South Dakota's accountability system centers around a 100-point index, called the School Performance Index, or SPI. The SPI consists of five key indicators of performance. A numeric value is assigned to each of the indicators. These values are added to create a total SPI score out of 100 points. Each public school in the state receives a SPI score, with limited exceptions due to school size and/or mission.

Two distinct indexes are used: 1) one for high school accountability, and 2) one for elementary and middle school accountability. The key indicators on the indexes will be phased in over the next several years, with full implementation expected in the 2014-15 school year.

High School	Elementary/Middle School
1) Student Achievement 2) High School Completion 3) College & Career Readiness 4) Effective Teachers and Principals 5) School Climate	1) Student Achievement 2) Academic Growth 3) Attendance 4) Effective Teachers and Principals 5) School Climate

The charts on page 2 illustrate the point values for each of the SPI key indicators for the 2012-13, 2013-14 and 2014-15 school years.

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School Performance Index -- High School (Secondary)

INDICATOR #1 Student Achievement	INDICATOR #2: High School Completion	INDICATOR #3: College & Career Ready	INDICATOR #4: Effective Teachers & Principals	INDICATOR #5: School Climate
2012-13 & 2013-14 Points: 50	2012-13 & 2013-14 Points: 25	2012-13 & 2013-14 Points: 25	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 0
2014-15 Points: 25	2014-15 Points: 25	2014-15 Points: 20	2014-15 Points: 20	2014-15 Points: 10
--Percent proficient and advanced in reading and math in grade 11 on state assessment Calculation includes: --Gap Group score --Non-Gap Group score	--Graduation rate --Completer rate	--Percent of ACT math sub-scores 20 or higher --Percent of ACT English sub-scores 18 or higher	--Aggregate number of teachers in each of three categories: Exceeds Expectations, Meets Expectations, Below Expectations	--Measurement tool needs to be determined
Implemented in 2012-13	Implemented in 2012-13	Implemented in 2012-13	Implemented in 2014-15	Implemented in 2014-15

School Performance Index -- Elementary and Middle School (Pre-Secondary)

INDICATOR #1: Student Achievement	INDICATOR #2: Academic Growth	INDICATOR #3: Attendance	INDICATOR #4: Effective Teachers & Principals	INDICATOR #5: School Climate
2012-13 & 2013-14 Points: 80	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 20	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 0
2014-15 Points: 25	2014-15 Points: 25	2014-15 Points: 20	2014-15 Points: 20	2014-15 Points: 10
--Percent proficient and advanced in reading and math in grades 3-8 on state assessment Calculation includes: --Gap Group score --Non-Gap Group score	--Model that uses indicators to evaluate student academic achievement over time and determines whether that progress is reasonable or appropriate		--Aggregate number of teachers in each of three categories: Exceeds Expectations, Meets Expectations, Below Expectations	--Measurement tool needs to be determined
Implemented in 2012-13	Implemented in 2014-15	Implemented in 2012-13	Implemented in 2014-15	Implemented in 2014-15

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ANNUAL MEASURABLE OBJECTIVES (AMOs): Goals and Targets
The SPI score provides a broad first lens through which to view school performance. The model also applies a second lens; this second lens is specific to Indicator #1: Student Achievement.

South Dakota's overarching goal for Student Achievement is **to reduce by half the percentage of students (all subgroups) who are not proficient within six years**. Proficiency is measured by performance on the annual statewide assessment.

Targets, based on this six-year goal, are set for each subgroup at each school, in equal increments, to give that school a unique trajectory that recognizes where the school's subgroups started in terms of student proficiency and to support continuous improvement. Targets are set separately for reading and math. The 2011-12 school year serves as the base year for setting the six-year goal and annual targets. AMO targets will need to be re-set when the new state assessment comes into play in the 2014-15 school year.

ANNUAL REPORTING
Each year, the Department of Education calculates a School Performance Index score for each public school in the state, with some exceptions for very small schools and schools with a unique mission. The scores are ranked and reported. The SPI score is used to determine schools for recognition purposes as well as for interventions and support (see page 9). Progress towards AMO goals and targets at the subgroup level are reported annually, and individual subgroup data is reported as well.

PHASE-IN OF SCHOOL PERFORMANCE INDEX

2012-13 School Performance Index in place with the following indicators:
- High School: Student Achievement, High School Completion, College & Career Ready
- Elementary and Middle School: Student Achievement, Attendance

2013-14 Same indicators as previous year

2014-15 **Add** Academic Growth Indicator at the Elementary and Middle School level
Add Effective Teachers and Principals Indicator at both levels
Add School Climate Indicator at both levels

Reset AMO targets and goals due to new assessment, then reset every six years

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School Performance Index
INDICATOR #1: Student Achievement
At the <u>High School level</u>, the Student Achievement score is based on the percent of students scoring proficient and advanced on the statewide assessment in reading and math delivered in 11th grade.

At the <u>Elementary and Middle School levels</u>, the Student Achievement score is based on the percent of students scoring proficient and advanced on the statewide assessment in reading and math in grades 3-8.

Points are given for two groups: the **Gap Group and Non-Gap Group**. The points are weighted according to the size of the group. Calculations are done separately for reading and math, which each account for half of the total points for this indicator. (See chart on page 5 for calculation.)

<u>What are the Gap and Non-Gap Groups?</u>
The Gap Group is an **aggregate count of student subgroups in the state that have historically experienced achievement gaps.** The South Dakota Department of Education analyzed three years of state assessment data to determine the composition of the Gap Group, which includes the following subgroups: Black or African American, American Indian or Alaska Native, Hispanic/Latino, Economically Disadvantaged, Students with Disabilities, Limited English Proficient.
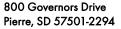
The Non-Gap Group includes students in the remaining subgroups used for accountability purposes: White/Caucasian; Asian; Native Hawaiian-Pacific Islander; 2 or More Races.

Use of a Gap and Non-Gap Group for the Student Achievement calculation results in an **unduplicated count** of students. Unlike the old accountability system in which a single student could be counted multiple times, the new system counts each student once – in either the Gap or Non-Gap Group – but not more than once.

Example: Unduplicated Count
- Addy -- Special Education and Economically Disadvantaged subgroups. Scores Proficient.
- Marcus – Limited English Proficient and Economically Disadvantaged subgroups. Scores Basic.
- Cheyenne – Native American. Scores Advanced.

Based on the above, an unduplicated count would show three total students with two of the students (Addy and Cheyenne), or 66.66 percent, counting as proficient or advanced in the Gap Group.

The system uses an N-size of 10. By using an N of 10 and the aggregate of subgroups that have historically experienced achievement gaps, almost every school in the state will have a focus on those groups of students who have traditionally experienced the largest achievement gaps. Data for individual subgroups of students is still disaggregated and reported.

Example: Student Achievement Calculation
Overall possible points: 25 points in 2014-15

Step 1: Divide the maximum allowable index points in half to allow equal weight for reading and math.
Step 2: Calculate the # of students that fall into the Gap Group and Non-Gap Group.
Step 3: Calculate the % of students that fall into the Gap Group and Non-Gap Group by dividing each by the total number of students.
Step 4: Take the overall possible points (column 1) times the % of students (column 3) in each group to get the weighted points for each group.
Step 5: Calculate the % Proficient/Advanced for each group.
Step 6: Calculate the score for each group by multiplying the % Proficient/Advanced (column 5) times the weighted points for each group (column 4).
Step 7: The sum of these represents total points for Student Achievement category.

	Step:	1	2	3	4	5	6	
		Overall Index Points Possible	Number of Students	% of Students	Weighted Points (% Students X Points)	% Proficient/ Advanced	Score (Weighted Points X % P/A)	
Math	Gap Group	12.5	71	26%	3.27	58%	1.90	
	Non-Gap Group		200	74%	9.23	83%	7.66	
Reading	Gap Group	12.5	71	26%	3.27	62%	2.03	
	Non-Gap Group		200	74%	9.23	88%	8.12	
	TOTAL	25			25.00		**19.71**	Step 7
							TOTAL POINTS for Student Achievement Category	

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School Performance Index
INDICATOR #2: High School Completion OR Academic Growth
At the <u>High School level</u>, the second indicator is called High School Completion. This indicator consists of two weighted measures: a High School Completion Rate and a four-year cohort Graduation Rate. Each accounts for half of the points for Indicator #2.

High School Completion Rate is defined as the percent of students in the most recently completed school year who have attained a diploma or a GED.

Example: Completion Rate Calculation
<u>HS Diploma = 100 + GED = 7 in SY 2012-13 (Total = 107)</u>
Dropouts = 7 + HS Diplomas = 100 + GED = 7 in SY 2012-13 (Total = 114)

107/114 = 94% Completer Rate

Graduation Rate is defined as the four-year cohort Graduation Rate required under Title I.

Example: Calculation of High School Completion Rate
- Step 1: Calculate weighted points for each factor by multiplying weighted % for each factor by total possible points (25 total possible points in 2014-15)
- Step 2: Calculate the rate for each factor
- Step 3: Calculate the score for each factor by multiplying the rate times the weighted points for each group
- Step 4: The sum of these is the points for High School Completion Rate

Step		1	2	3
Factors	**Weight as %**	**Weighted Points**	**Rate as %**	**Score**
High School Completion Rate	50.0%	12.50	94%	11.75
Four-year Cohort Graduation Rate	50.0%	12.50	91%	11.38
Total possible points	100%	25		**23.1 Step 4 Total points for High School Completion Indicator**

At the <u>Elementary and Middle School levels</u>, the second indicator is Academic Growth. This indicator will be available in the 2014-15 school year. The delayed implementation will allow the Department of Education time to develop a Growth Model that best fits South Dakota's needs. It will coincide with the use of a new state assessment in the 2014-15 school year.

School Performance Index
INDICATOR #3: College & Career Readiness OR Attendance
At the <u>High School level</u>, the College & Career Readiness score is based on the factors noted below. Each of the factors accounts for half of the points for this indicator.

1) Percent of students whose ACT math sub-score is 20 or above (using the highest score if the ACT is taken more than once)
2) Percent of students whose ACT English sub-score is 18 or above (using the highest score if the ACT is taken more than once)

Example: Calculating College & Career Readiness Calculation
Overall possible points: 20 in 2014-15

Step 1: Calculate weighted points for each factor by multiplying weighted % for each factor by total possible points.
Step 2: Calculate the rate for each factor.
Step 3: Calculate the score for each factor by multiplying the rate times the weighted points for each group.
Step 4: The sum of these represents total possible points for College and Career Readiness.

Step:			1	2	3	
Factors		Weight as %	Weighted Points	Rate as %	Score	
% ACT Score 20 or Greater for Math		50%	10.00	67%	6.7	
% ACT Score 18 or Greater for English		50%	10.00	69%	6.9	
Total possible points		100.0%	20.00		13.6	**Step 4**
					TOTAL POINTS for College & Career Readiness	

By the 2014-15 school year, a specific career-readiness measure will be incorporated into this indicator.

At the <u>Elementary and Middle School levels</u>, the indicator is Attendance rate based on the average daily attendance of all students. A school's Attendance percentage is multiplied by the total points for this category to come up with a score for this indicator.

EXAMPLE: School A has an Attendance rate of 90%. If total points for this indicator are 20, School A's score for this indicator would be 18.

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School Performance Index
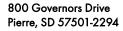**INDICATOR #4: Effective Teachers & Principals**
At the High School and Elementary and Middle School levels, this indicator will be included in the School Performance Index beginning in the 2014-15 school year. The indicator will consider the percentage of teachers and principals in the school who perform at certain levels, using both qualitative and quantitative data. Work groups have been meeting to address the details of the state's model evaluation system. Additional work needs to be done related to this indicator.

Example: Effective Teachers & Principals Calculation

Step:	1	2
Overall Index Points Possible	% Teachers/ Principals at Identified Level(s)	Score (% Teachers/ Principals X Overall Points)
20	71%	14.2
		Total Points Effective Teachers/Principals Indicator

School Performance Index
INDICATOR #5: School Climate
At High School and Elementary and Middle School levels, this indicator is designed to address the major aspects of school life such as safety, relationships, teaching and learning, and a healthy environment that are associated with academic achievement and that can positively impact student learning. This indicator will be included in the School Performance Index beginning in the 2014-15 school year. A work group is meeting to define the indicator and to identify appropriate measurements.

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CLASSIFICATION, RECOGNITION AND SUPPORT
School Performance Index scores are calculated annually, and schools ranked based on these scores. This ranking will be used to classify schools into the following categories:

Exemplary Schools High Performing – SPI score at/above top 5% High Progress – Top 5% for certain Gap Group indicators
Status Schools SPI score at/above top 10% (excluding Exemplary)
Progressing Schools SPI score between bottom 5% and top 10%
Priority Schools SPI score at/below bottom 5%

A separate calculation is used to determine the Focus Schools category (see page 10).

Exemplary Schools: All South Dakota public schools are eligible for recognition in one of two Exemplary categories:
1) Exemplary High Performing Schools: Schools whose overall SPI scores rank in the top 5 percent of schools across the state.

2) Exemplary High Progress Schools: Schools that rank in the top 5 percent for improvement of Student Achievement and Attendance Indicators for the Gap Group elementary and middle school levels); and Student Achievement and four-year cohort Graduation Gate for the Gap Group (high school level) over a period of two years.

No school with a significant achievement gap, as determined by the Focus School calculation, will be classified as an Exemplary School. Schools that achieve Exemplary status will receive special recognition.

Status Schools: Schools whose total score on the SPI is at or above the top 10 percent, excluding Exemplary Schools.

Progressing Schools: Schools whose total score on the SPI is above the bottom 5 percent but below the top 10 percent.

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Priority Schools: Schools whose total score on the SPI is at or below the bottom 5 percent. Per federal requirements, the total number of Priority Schools must be at least 5 percent of the Title I schools in the state. This classification also applies to Title I and Title I eligible high schools whose graduation rate is below 60 percent for the last two years. Tier I and II SIG schools are included in this classification as well.

In addition to the classifications noted above, there is also a Focus School category that applies only to Title I schools.

Focus Schools (Title I only)
Schools contributing to achievement gap
Measured by certain Gap Group indicators

Focus Schools: Focus Schools are **Title I schools** that are contributing to the achievement gap. The calculation to determine Focus Schools looks specifically at Student Achievement and Attendance of the Gap Group for elementary and middle schools; and Student Achievement and four-year cohort Graduation Rate of the Gap Group at the high school level.

Using this combination of factors, schools whose rank is among the lowest 10 percent of Title I schools across the state will be identified as Focus Schools. Any school that is already a Priority School would not be included on this list.

Per federal regulations, the South Dakota Department of Education will work with districts that have Priority and Focus Schools to implement targeted supports and interventions, which are described in full detail in the state's approved ESEA Flexibility Request located online at http://www2.ed.gov/policy/eseaflex/approved-requests/sd.pdf